
US History Curriculum Standards Revisions

The Background:

On September 20, 2005, a committee composed of experienced U.S. History teachers met and proposed changes to the present curriculum for U.S. History at the secondary level. These changes are to align the curriculum more closely with the time period covered by the course. Some are simply for clarification. The committee was composed of the following teachers:

Carl Pettes, Dickson County
Selina Sparkman, Memphis City
Deborah Hodge, Bolivar
Todd Wigginton, Metro Nashville
Keith Wood, Shelby County
Nancy Dye, Clarksville/Montgomery County
Gloria Moore, Chattanooga/Hamilton County
Tony Zachary, Scott County
Arika Landry, Metro Nashville
Jan Chiles, Lincoln County

These changes are needed to ensure the historical accuracy and time period alignment as well as to make it easily understood and assessed.

The Recommendation:

The State Department of Education recommends acceptance of the attached changes to the current U.S. History curriculum on first reading. The SBE staff concurs with this recommendation.

Standard Revision Template

Course: Social Studies

Course #: 3405

Original	Change
6.1 Recognize the concept of Manifest Destiny 6.5.1 Identify patterns of immigration and the causal factors that led to immigration to the United States of America (i.e., crop famines, <i>California gold rush</i> , European social and political unrest, religious freedom)	Delete entire SPI. Pre-dates beginning of curriculum time period of 1870 Delete “<i>California Gold Rush</i>” as it pre-dates the curriculum time period of 1870
7.8. Read and interpret a primary source document reflecting the social dynamics of the 1920’s (e.g. Harlem Renaissance, Lost Generation, <i>Pinchot</i> , <i>Theodore Roosevelt</i> , <i>Ida Tarbell</i> , Upton Sinclair)	Delete. Remove <i>Ida Tarbell</i> , <i>Theodore Roosevelt</i> , and <i>Pinchot</i> as they are not in 1920’s
8.7. <i>Using a map</i> , recognize WW II alliances	Delete “<i>using a map</i>” as it narrows the SPI. Should be expanded to allow for more questions on assessment.
8.8. Analyze how World War II affected the American economy (i.e., women in the workforce, movement to urban centers, <i>military industrial complex</i> , minority employment, post war G.I. Bill, <i>globalization</i> , rationing, childcare)	Delete “<i>military industrial complex</i>” and “<i>globalization</i>” New SPI dealing with Globalization added in Era 10
8.9 Recognize the effect of the New Deal and World War II on Tennessee (i.e., the creation of <i>Fort Campbell Kentucky</i> , Tennessee Valley Authority, Secretary of State Cordell Hull, Oak Ridge).	Delete “<i>Kentucky</i>” and add /Clarksville Base.
9.7 Identify significant events in the struggle for Civil Rights (i.e. Little Rock Central High, Montgomery Bus Boycott, Freedom Riders’ route, Birmingham bombings, Nashville lunch counters, Martin Luther King’s March on Washington speech, Civil Rights of 1964, 1968, Great Society)	Add “<i>Act of</i>” to read “ <i>Civil Rights Act of 1964, Civil Rights Act of 1968</i> ” Add “<i>Escobedo v. Illinois</i>”
9.10 match leading figures of the Civil Rights era with their respective groups and goals (i.e. Strom Thurman, “Bull” Connor,.....)	Change “<i>Thurman</i>” to <i>Thurmond</i> and Add “<i>Eugene</i>” to read, “ <i>Strom Thurmond, Eugene “Bull” Connor</i> ”
9.10 read and interpret Cold War documents (e.g. Truman’s announcement of the dropping of atomic bombs, the contrast between Eisenhower’s and Kennedy’s speeches at Kennedy’s inaugural.....)	Add “<i>farewell speech</i>” to read “ <i>Eisenhower’s farewell speech</i> ”
Era 10 Standard 2.0 Economics	Add new “<i>Assess the impact of trade and overseas competition on the economy</i>”

10.5 New	New “ <i>Analyze the advantages and disadvantages of increased global trade and competition on the U.S. economy (i.e. NAFTA treaty, import quotas, free trade agreements)</i> ”
-----------------	---